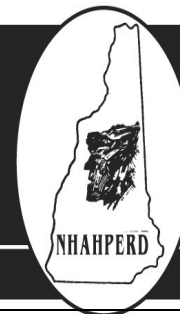


# NHAHPERD NEWS

NEWSLETTER OF THE NEW HAMPSHIRE ASSOCIATION FOR  
HEALTH, PHYSICAL EDUCATION, RECREATION & DANCE

FALL EDITION

October 2019



“Sharing our knowledge— a resource by our members for our members”

## President Message– Shannon Szezan sszezan@litchfieldsd.org

Wow, another summer has come and gone and entering yet another school year, there is one word that can sum both - FUN. Fun is what this year should be about, having fun moving forward with personal and professional goals and educating our students. We are all in control of the amount of fun that we can instill with our curriculums and within our own professional goals.

As I sat at the beginning of the year meetings, I thought a lot about the fun I had during the summer. I have learned more about myself, teaching, and creating innovative ideas through letting go and resurfacing the inner child. That inner child has helped me to transform my typical lessons into lessons unique perspective to increase student engagement. The pure emotion of letting things go, carried over into my thinking, if only I could create a culture of fun and excitement then could it translate over the new learning that all students are capable of achieving proficient/distinguished grades? I think it can.

So how does fun translate over one may ask and my answer is through communication, collaboration, and relevance to our subject material. So, I challenge all of you to have fun, let your inner child out, and create innovative lessons that spark educational curiosity in your students.

## Amber McLane- President Elect; amclane@sau73.org

Welcome Back to school everyone! As much as I love summertime, I always get excited to start a new year. This year I will be able to roll out my new 7th grade health curriculum, which is fully skills-based. I know I will have to continue to tweak lessons, but I am interested to gain student feedback from this new curriculum. In this article, I want to explain some of the work I have been doing in regards to performance assessment. First, my district has been working on performance task assessments (UBD). At first, I felt this was another way to do more work, but I have realized the importance of these well-designed assessments. The benefits are as follows:

- Students get a clearer vision of what they are supposed to know and be able to do, because a task provides a stronger image or conception of a learning goal than a test does. A clear vision of the goal helps with both motivation and achievement. (Brookhart, pg 2)

- Students are actively engaged in producing a product or performing an act. Active engagement with the task promotes student engagement with learning. (Brookhart, pg 2)

I am currently working on a goal setting, and drug-free advocacy performance task, which I will also introduce to my 7th grade health class this year. A couple examples of my performance task assessments are stated below:

- Goal Setting (Standard 6) You are a patient at your pediatrician’s office, and you just had your annual wellness check. Your pediatrician is speaking to you about the importance of leading a healthy lifestyle. You have been asked to analyze your physical needs (self-assessment survey) and create one area you want to improve. For this project, you will work through the 5 steps of the goal setting process. You will be putting each step together in a portfolio that demonstrates your knowledge of (a) evaluating your needs using your self-assessment survey, (b) creating a SMART goal/action plan and log data, (c) developing an external motivational board, and (d) completing a reflection justifying the importance of healthy goal setting.
- Advocacy (Standard 8) You are part of an anti-drug marketing team, who has been chosen by the GMS wellness committee to design and create an anti-drug door campaign to advocate for a healthy lifestyle. Each team will be researching gateway drugs, effects of drugs on the body/mind, the dangers of addiction, and how to stay drug free. The organization feels that there is a need in the town of Gilford, and your team members could create the winning door that will be published on our website. For this project, you will evaluate your communities Youth Risk Behavior Survey with a focus on drugs. Draw conclusions from the data, and other gateway drugs to create an anti-drug door campaign.

I am hoping from these performance tasks, I will be able to provide my students with a more authentic learning environment.

The NHAHPERD Executive Board members have been working hard and are looking forward to seeing each of you at the Annual Conference, but for now enjoy the start of a new year!



## Conference Update—“**BE Active, Healthy & Physically Literate!**”

Melody Gray, Past VP Dance, Conference Coordinator; [graymelody2@gmail.com](mailto:graymelody2@gmail.com)

We have over 67 fantastic sessions lined up for you! We are thrilled to have Dan Tennesen as our Keynote speaker this year. Dan has been teaching at the elementary and middle school levels in an urban environment for over a decade, and his passion for quality physical education is evident in his energetic, engaging, and dynamic lessons and presentations. He has presented at several school, regional, state, district, and national level conferences, including the SHAPE America National Convention and the National Physical Education & School Sport Institute. He has been published in *OPEN*, *Great Activities*, and *Physical Education Magazine*, and his methodologies were featured as part of SPARK’s Project Ignite and a promotional video for a statewide grant provider. He is a US Games National Presenter and OPEN National Trainer. He will be presenting three sessions, be sure to check them out!

Bring your rhythm because this year we have Carrie Ekins the founder and creator of Drums Alive and Dean Owens presenting five amazing sessions on Thursday “Fit to Learn, Fit For Life”, “Ability Beats”, “Bambini Bests (pre-K)”, “Mathematics in Motion” and “Conquering Stress”. Carrie strives to design programs that are one-of-a-kind while keeping her primary goal of making her programs a “whole mind, whole body” experience for all participants in the forefront. The unity of mind, body and spirit is an essential component of her philosophy and the driving force behind her work.

You can look forward to attending several health education sessions this year as well as new presenters! Sessions include, “Healthy Relationship Education in the Classroom”, “Nutrition”, “Health: Sex Ed.”, “Primer to Skills Based Health Education”, “Building Your Skills-Biased Health Education Toolbox”, “Skills Based Elementary Health Education”, “Vaping Unveiled”, “Integrating Yoga and Mindfulness K-12”. Keep on the look out for more of your favorite returning presenters including: Kevin Tiller, Percy Hill, Teresa Osborn, Lisa Remick, Irene Cucina, Lynn Johnson to name a few :-)! !

In addition we have many exhibitors presenting sessions this year both days: Everfi Inc., GOPHER, Rookie Rugby, Shaping Perspectives, RampShot, WingSpeed, FirstTee, GCPAH, Unruly Studios, Children’s Health Marketplace, +

Wednesday night Lynn Johnson will be holding a workshop titled, Competency Based Assessment from 6—8 p.m.—keep current, bring laptops and questions!

Stay over Thursday night; get involved in our games, Banquet Dinner, Silent Auction and FREE Ice Cream Social!! Friday’s schedule has several great sessions along with our Friendsgiving lunch, “Fitness For Everyone”, “Yoga and Mindfulness K-5 & 6-12”, “Problem Solving & Team Building”, “Maximize Movement in Elementary”, “ACTION! Team Games”, “Healthy Relationships”, Assessment of Standard 3, Intro to Slackline, Dance: Stepping, Google Classrooms in the PE Setting, Sexuality Ed for students w/ASD. After lunch make sure you check out our closing session by our fantastic Keynote presenter Dan Tennesen. Don’t forget about the wrap up raffles and giveaways at 2:00! Hope to see you all there!

The ‘Draft’ schedule is up on the website under the conference tab. Our conference app will be also be ready mid October. Watch your email constant contact messages for updates—not receiving our NHAHPERD Email News? Sign up on our home page. Also sign on to our FB, Twitter, & Instagram Accounts.

Any additional questions or concerns, contact: Dianne L. Rappa, E.D.; [drappa@roadrunner.com](mailto:drappa@roadrunner.com); 747-3508.

**Governor's Council on Physical Activity and Health  
Outstanding Achievement Award Presentations  
May 31, 2019**

NHAHPERD Members Honored at this Annual Event in the Concord Capitol Governor's Chambers

The 2019 Outstanding Achievement Award for School Individuals were awarded to:  
Sue Staples—Loudon Elementary School  
Timothy Bulger—Barrington Elementary School  
Kristen Bruno—Bethlehem School

And the Kathleen Sherman Worksite Wellness Award (presented by her daughter) to:  
Lindsay Moran, Pinkerton Academy

*Congratulations on behalf of NHAHPERD!!*



*Join PSU Faculty, Alumni and Students at the  
Friday 11/22 Breakfast Social Gathering in the  
Speakeasy 7:15—7:55 a.m.*

**got handouts?**  
**Every NHAHPERD conference registrant will receive a hard copy handout booklet. Again for 2018 we purchased 2GB thumb drives to use with our duplicator. IF you wish to purchase a handout thumb drive please be prepared to pay \$5 cash/check & drop off at main lobby table outside the Waterville Valley room for copying & pick up at end of day.**



In the spirit of environmental and economic sustainability, we have partnered with GotSneakers, a sneaker recycling organization, which will compensate up to \$3 for every pair of wearable athletic sneakers. There is no limit to the amount of money we can earn.

After the sneakers are collected, GotSneakers will process and distribute these sneakers around the world, specifically within impoverished nations. It is estimated that over 300 million pairs of sneakers are thrown away each year in America’s landfills and that over 600 million adults and children worldwide live barefoot. We can touch the lives of thousands by simply cleaning out our closets and collecting our unwanted sneakers. Two ways to collect—Request a postage paid ‘bag’ that holds 15—20 sneakers you can collect in your schools & communities by contacting [drappa@roadrunner.com](mailto:drappa@roadrunner.com) or bring pairs to the NHAHPERD Conference and drop off in our collection bags. Help us reach our goal of collecting 500 pairs of sneakers!!!!

**Starting The Year On The Right Note**  
Kyle Donovan, [kyle.donovan3@gmail.com](mailto:kyle.donovan3@gmail.com)

As I enter my second year as an elementary school PE teacher, I find myself embracing the creative opportunities presented in executing our school’s curriculum. In past years, I was often too strict in abiding by the guidelines given to us; almost losing sight in the importance of building a welcoming and engaging classroom. So this year, I decided the best way to stay on task, and channel my inner John Dewey, was to begin the year with interactive, team building activities.

There are great benefits in giving students opportunities to build good teamwork skills through activities. For instance, the human knot game, is a great activity for students work together. This activity helps students to learn core classroom values of being safe, respectful and responsible. It also emphasises the 2 “big C words”; communication and cooperation. Activities like these allow students with varying athletic abilities to work with others and accomplish different tasks. It also builds confidence for those students that may not be completely comfortable in a PE environment.

Starting the school year with team building activities has built a cohesive & welcoming environment in my classroom. Not only are students learning great life skills, but they are having fun & getting along. There is no better way to get your students excited about the year ahead than with fun, skill building exercises!

What kind of relationship do you have with food? Is it a Secret Lover? An Annoying Sibling? A Stalker? Or something else... take this assessment today!  
Go to [shapingperspectives.com](http://shapingperspectives.com) to find out.



Join me Friday November 22 (8am) at NHAHPERD for **Building Body Acceptance and Confidence in a Weight Obsessed World** Discover why Kurbo and diets are NOT the ANSWER and actually lead to life-long struggles with weight, food and self-esteem.  
Anne Poirier—[annepoirier11@gmail.com](mailto:annepoirier11@gmail.com)

# SET YOUR SITES!

Contributed by: Karyn Misenheimer; karynmisenheimer@gmail.com

## **Apps:**

### **HP Reveal (Free)**

Allows you to incorporate augmented reality technology into your lessons. There are examples of how to use and how it can be used on Youtube.

### **GooseChase (Free or paid memberships)**

A way to create and run scavenger hunts for your students. Students download the app to play game you have created. Visit <https://www.goosechase.com/how-it-works/organizing/> to see how it works.

### **Coach Tactic Board: (name your sport) (Free)**

Available for many sports. This app can be used by coaches to make your line-up, develop and display plays, create drills and create teams and substitutions. Save your drills in folders and export to pdf files.

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## **You Gotta Go Slow to Go Fast**

By Karyn Misenheimer - kmisenheimer@sau81.org

The phrase of going slow to go fast has been around for ages. Abe Lincoln once said, “Give me six hours to chop down a tree and I will spend the first four sharpening the axe.” This is a perfect way to convey how going slow, and really developing those initial things that really matter will allow us to move more quickly and be successful in the future.

As I entered this school year, I tried to focus on this statement. Thinking about how my students need more time practicing the little things, procedures, behaviors, basic skills, in order for us to be able to move onto bigger and better things later in the year. Sometimes it feels that going slow is so hard. I see my students once a week for forty-five minutes and there is so much I want to get to this year. Over the past couple of years, I have noticed that going slow at the beginning allows me to spend much more time teaching. It makes everything faster — set up, clean-up, getting into groups, working together, encouraging each other, assessing each other. It all just comes together when we go slow learning how to do it at the start.

This year, I thought it would be a good idea to teach my students about this concept. I used the activity Pass the Frog from Ben Landers, The PE Specialist. In this activity students have to pass an object (in my case a rubber frog) around the circle as fast as they can. I begin with students working in small groups, but by the end of class we are all working as a class to pass the object around three times (first with hands, then with feet, then with knees) without making an error. If a mistake is made, they need to start over with their hands. I used this with grades 3-5 as a class vs. class competition. Each classroom trying to get the fastest time in their grade and the fastest time in the school. As they are working, I note some of the comments I hear. Inevitably, “slow down” ends up being on the list.

During our debrief, I ask students to reflect on the activity. Were they successful and why? My next question is always (regardless of grade level), “Why would the phrase slow down to go fast apply to this activity?” It is astounding how students are able to talk through what this means in this activity. I then ask them to apply this phrase to learning in PE class in general. They are so perceptive about how sometimes we do something really easy over and over to be sure we have it right so that when we move to the next level we are not being held back by mistakes on basic movements. They even bring up how going slow at first allows everyone to be clear on the rules and refer to how we do this activity in small groups first, practicing each of the steps, so when we get in the big group everyone knows what to do. I have had kids compare our learning to karate, gymnastics, or dance. They talk about music and even math. Teachers come in during the tail end of this discussion and are always happy to hear what the kids are saying and the understanding they show regarding how important it is to start slow. I look forward to seeing how allowing kids to understand the “go slow to go fast” ideology allows us to progress throughout the year.



## **Need \$\$ for Professional Development, Conferences?? Apply for the \$500 Dianne L. Rappa Scholarship**

The Dianne L. Rappa Scholarship was established to honor this outstanding individual for her long and devoted service to NHAHPERD and the people of New Hampshire. This scholarship is awarded to NHAHPERD members for professional development activities. Four scholarships of up to \$500 each may be awarded annually. The professional development activities should allow the recipients to better provide quality programs by positively impacting their knowledge and abilities. The scholarship may be used for professional development activities such as course tuition, conference attendance, and/or equipment purchase. Other activities will be considered as long as they are consistent with the NHAHPERD mission.

Scholarship recipients will be expected to share their newly acquired knowledge and abilities with other NHAHPERD members. Recipients will be expected to retain their NHAHPERD membership for a minimum of three years. Complete the scholarship application and **TYPE** all information.

Inclusion of a personal resume with the application is required. It must not exceed two pages. Letters of support need to be included with the application. A maximum of two letters will be accepted. The completed application form, with supporting materials, must be returned to NHAHPERD Awards Chairperson, *Curt Martin, P.O. Box 114, Contoocook, NH 03229; cwmsoccer@comcast.net*. All information will be confidential for the biographical summary which may be used for publication if applicant receives the award. Include all of the following: Date: Name: Home Address: Home Telephone #: School Address: School Telephone #: E-mail: Description of the activity: Describe the benefits from your participation in this activity: Describe how you would share your new knowledge and skills: Describe how you would better serve you profession as a result of this experience: Write a short biographical sketch (no more than 100 words) which may be used for publication: Please provide the name & telephone # of two individuals submitting letters of recommendation.

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**NHAHPERD AWARDS**—Curt Martin, NHAHPERD Awards Chair, cwmsoccer@comcast.net

With the NHAHPERD Conference fast approaching, it is time to think about registering for the conference if you haven't done so already. When you do register, I hope you will also make your reservation for the NHAHPERD Awards Banquet to be held Thursday (11/21) night. It is a time to socialize and honor the award recipients that have been chosen as NHAHPERD's Teachers of the Year, Outstanding Professionals, and dedicated service to the profession. The banquet is one of the highlights of the conference.

While at the conference, please take the time to nominate one or more of your colleagues for one of the many NHAHPERD awards. All you need to do is provide the person's name and contact information along with your information. The Awards Committee will continue the process from there. Remember the Awards Committee relies on you to help identify deserving colleagues. You are the ones the know colleagues in your district or surrounding area that have outstanding programs or fostered the growth of the profession through their work. Let's make sure we give these members the opportunity to be recognized in 2020 at the banquet. Lastly, as the Awards Chair it is my duty to contact the nominees and to congratulate them on their nomination and to help with the application process. My concern is that many nominees are honored to be nominated but choose not to move forward with the application process for one reason or another. I know we are all busy and don't need one more thing to complete. But remember one of your colleagues has taken the time to nominate you for an award because they know you are deserving because of your program and dedication. So honor your nominator by taking the time to complete the application and become a candidate for the award. It may take some time but in the end you will be glad you did take that next step.

# HEALTH EDUCATION NEWS

## Assess Yourself: How does your School and Wellness Policy Measure Up?

Holly Alperin, EdM, MCHES—VP Health; holly.alperin@unh.edu

Self-assessment is the first step to understanding what is happening in a school related to health and wellness then, in turn, to creating the change we want to see. This self-assessment can be done in two areas that are specifically tied to the work we all do – the Local Wellness Policy and through the School Health Index (SHI).

The Local Wellness Policy has been a requirement for schools since 2004 and the Final Rule was enacted as part of the Healthy, Hunger-Free Kids Act in 2010. The intention of the policy is to guide local schools in creating an environment that promotes health, wellbeing and students' ability to learn. At its core, the policy should include goals for nutrition promotion and education, physical activity, and any other school-based strategies to promote student wellness. This last part offers schools a lot of flexibility in making the policy one that supports building a culture of wellness within the school.

Having a policy is just the first step, however. Most schools have a policy, but when is the last time you looked at it? Is the policy implemented across all school buildings? Do teachers and parents know what is in the policy and work to support implementation?

The **WellSAT**, a tool created by the Rudd Center at the University of Connecticut, is a self-assessment to see how well your local policy measures up against federal requirements and identified best practice. In addition to nutrition, the tool also helps you to consider whether Farm to School and Comprehensive School Physical Activity Programming (CSPAP) initiatives show up in the written policy. By visiting [www.wellsat.org](http://www.wellsat.org) you can download a copy of the assessment tool and scoring guide. Many schools have found that they do more than what is written, yet haven't put that good work into a policy to ensure it continues on despite changing administration and priorities.

The second tool, the **School Health Index** found online at the CDC's Healthy Schools webpage, is a school-based self-assessment tool that measures each of the components of the *Whole School, Whole Community, Whole Child* model has is broken up into the following modules:

- |  |   |
|--|---|
| 1. School Health Environment                               | 7. Social and Emotional Climate         |
| 2. Health Education  | 8. Physical Environment                 |
| 3. Physical Education and other Physical Activity Programs | 9. Employee Wellness & Health Promotion |
| 4. Nutrition Services                                      | 10. Family Engagement                   |
| 5. Health Services   | 11. Community Involvement               |
| 6. Counseling, Psychological and Social Services           |   |

The benefit of using the SHI is that it gives you a snap shot across multiple areas of the school and requires stakeholders with knowledge of each of those areas to be involved in both the self-assessment and then the creation of strategies to address areas most pressing in your particular school. When fully integrated, schools have used the School Health Index to identify and implement whole school improvement with the right stakeholders at the table.

Having worked with many schools who have used both of these tools, they are a helpful way to see if your school-wide efforts are on track to create a culture of health and wellness. While the WellSAT tool measures whether a district-level written policy contains key components and identifies if the written policy matches what you do in practice, the School Health Index is a school-based measure of policies and practices. As an added benefit, using these tools to self-assess the work you are doing provides support and justification for efforts to improve the school environment. Check them out!

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## **Cool Cues For Skill Building - available for purchase & at Conference**

NHAHPERD's "Cool Cues For Skill Building", is still a hot seller at \$5.00 (Contact Dianne Rappa at: PO Box 123, Bath NH 03740; [drappa@valley.net](mailto:drappa@valley.net)). Why? The answer is simple, teaching through cues not only makes it easier for students to piece together what they are learning but it helps teachers to know about each student's progress. And, teaching through cues makes teaching and learning more interactive.

**Mental Health**—Elizabeth Whalley, Past VP Recreation, ewhalley@sau45.org

Awareness of mental health is gaining more and more exposure in our country. School districts have begun implementing plans to add more resources for students to get help and training for teachers and staff. School districts are recognizing that all people that are involved in the district need to have training in mental health. Teachers as well as bus drivers, cafeteria workers, paraprofessionals and school secretaries need training as they are in positions to help students.

The Bureau of Student Wellness at the NH Department of Education is offering training for anyone who regularly interacts with youth. This training is called Youth Mental Health First Aid. The purpose of the training is to help identify crisis and noncrisis mental health conditions. Youth Mental Health First Aid trains people to provide initial help to young people experiencing problems such as depression, anxiety disorders, psychosis, and substance abuse disorders.

My district offered this 8- hour course for all district employees and well as cafeteria workers, bus drivers and custodians. This training was an excellent way to have the entire population who give students support be able to recognize the signs and symptoms of mental health problems. The training explained the best things to say to a student or not say to the student. There was even time to role play, and discussion different scenarios.

To bring the training to your district and for more information please visit: <https://www.nhstudentwellness.org/yhfha.html>

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**Playmeo-Experiential Activities at Your Fingertips**  
Jeff Hastings, VP Elect Recreation: [jhastings@derryfield.org](mailto:jhastings@derryfield.org)

Welcome back everyone! I hope you all had a restful and enjoyable summer and that your transition back to school has gone well. As I transitioned from summer back to school this year, I found myself inundated with emails and engaged in conversation with classroom teachers who were looking for ways to implement cooperative games/activities into their lessons. Our school has recently begun a concerted effort to teaching social and emotional learning and leadership in all areas of the school. As the resident adventure ed teacher I was both excited to help, but concerned as I thought, how am I going to teach my classroom colleagues how to facilitate these activities? I had hundreds of potential lessons to teach everyone involved, which translated into hours of extra work. Add in conflicting schedules and the task seemed nearly impossible. My research led me to a resource called Playmeo.

Founded in 2012, by one of the leading experts in the field of experiential education, Playmeo is a website created for experiential, PE, and classroom teachers, who are looking for guidance to help them teach, engage and debrief activities with their students. There are varying levels of free, lifetime, as well as group memberships. I have been using the free version and shared it with the faculty. They have found the website to be helpful as it lays out step by step instructions for a multitude of activities that are simple and can be used in the classroom. The instructions are easy to follow, and come with debriefing tips and teaching strategies for each activity. The website also offers a wide variety of useful resources including:

- A free download of ice breaker activities book, online courses and 43 video tutorials
- The largest online database of experiential group games and activities in the world;
- Online tutorials for beginners and experienced practitioners;
- Hands-on, practical training and custom professional development workshops; and
- One-on-one ‘fast-track’ coaching programs.

Playmeo has a wealth of knowledgeable teachers from around the world who routinely contribute to the website and with whom you can chat if you need to ask an expert. They understand how difficult it can be to facilitate group activities; from the underachieving group to the hesitant student, they have seen and done it all and are willing to share what strategies have worked best for them. Check out the link <https://www.playmeo.com> to begin your free membership today!



**NHAHPERD PROGRAM ENHANCEMENT GRANT**

Application

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

School: \_\_\_\_\_

Level of School: \_\_\_\_ Elementary (K-5) \_\_\_\_ Middle (6-8) \_\_\_\_ Secondary (9-12)

Number of students impacted by this equipment: \_\_\_\_\_ Grades: \_\_\_\_\_

List quantity, cost and description of equipment:

(Please respond to each of the following questions in 1 or 2 paragraphs)

How will the acquisition of this equipment enhance your program's content?

How will the acquisition of this equipment enhance your teaching practice?

How will the acquisition of this equipment benefit your students?

\*\*The Program Enhancement Grant is sponsored by the past presidents of NHAHPERD awarding **3 grants of \$250** annually. Funds are designated for the purchase of equipment that will enhance teaching & programming at the K-12 levels in NH schools.

**Criteria:** 1. Must be current NHAHPERD member; 2. Receive award only once; 3. Must submit a programmatic play & student outcomes for equipment requested; & 4. Use of equipment must follow the SHAPE America/NASPE guidelines on Developmentally Appropriate Practices in PE. The application must include a letter of support from applicant's supervisor indicating program budget for year & specifically identify the account source, school/district for deposit of these funds

**2019 NHAHPERD ANNUAL FALL CONFERENCE—Lodging Information  
NOVEMBER 20—22 Waterville Valley, NH**

**ONE number to call with more lodging options!!**

**!!!MAKE YOUR OWN ROOM RESERVATIONS AT THE WATERVILLE INNS!!!**

**Please Call Waterville Valley Central Reservations at: 800-GO-VALLEY (800-468-2553)**

**Town Square (\$214: sleep 1-8); Silver Fox (\$105: sleep 1 – 4); Valley Inn (\$105: sleep 1- 4)**

*Ask for NHAHPERD Conference Room Rates Before November 1<sup>st</sup>  
Rates include 9% Rooms/Meals Tax*

***Also this year register for the conference online at our website with Eventbrite or by mail!  
www.nhahperd.org***

# ADAPTED PHYSICAL EDUCATION NEWS

Submitted by Michelle Grenier-APE Rep for NHAHPERD - michelle.grenier@unh.edu

Interested in becoming a Certified Adapted Physical Education Specialist (CAPE)?

*If you are a certified physical education teacher, you may be interested in knowing more about the:*

## Adapted Physical Education National Standards (APENS)

APENS was developed and is provided by the National Consortium for Physical Education for Individuals with Disabilities (NCPEID). Individuals who wish to become Nationally Certified Adapted Physical Educators (CAPE) will find our Web site to be a valuable resource in accomplishing your goal.

The purpose of APENS is to ensure that physical education for children with disabilities be delivered by a qualified Adapted Physical Educator. APENS was developed by members of the National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPEID.) Individuals who wish to become Nationally Certified Adapted Physical Educators (CAPE) will find our Web site to be a valuable resource in accomplishing your goal.

In order to meet this purpose, a set of 15 national standards representing the content, a qualified educator must know to do their job. In addition, a national certification exam was developed to measure the specialized content.

### *TRHE RESOURCE BOOK AND STUDY GUIDE*

*Adapted Physical Education National Standards, Third Edition*, thoroughly covers the latest Adapted Physical Education National Standards (APENS), offering current knowledge and best practices for teaching adapted physical education.

This new edition solidifies the book's reputation as an essential resource for adapted and general physical educators. Representing the first major revision to the standards since 2006, *Adapted Physical Education National Standards, Third Edition*, fully explains the 15 national standards as established by the National Consortium for Physical Education for Individuals with Disabilities (NCPEID).

In addition to updating the national standards, this resource offers educators and professionals two other important updates: a new web study guide and a fresh design of the text.

The study guide includes important information and more than 1,100 sample test questions for educators who are studying to take the Certified Adapted Physical Educator (CAPE) exam. This new tool allows candidates to prepare for the exam by taking practice quizzes based on the content within each standard. For each practice quiz, the reader is presented with questions randomly drawn from a pool of questions for that standard, ensuring a wide variety of sample exam possibilities. The candidate then receives a score and can review the correct and incorrect answers to determine areas for further study. Candidates can also view and download a comprehensive list of all questions for all standards.

The new text design makes the content within each standard easier to read, providing a greater understanding of each level at a glance. Each of the 15 standards is presented in five levels. The level for a typical standard is organized this way:

- **Level 1:** the standard number and name
  - **Level 2:** the major components of the standard
  - **Level 3:** the standard's subcomponents—dependent pieces of knowledge of fact or principle related to the major component
  - **Level 4:** adapted physical education content—additional knowledge regarding the subcomponents that teachers working with individuals with disabilities need to know
  - **Level 5:** application of adapted physical education content from level 4 to teaching individuals with disabilities
- Levels 1 through 3 outline the basic instructional competencies that physical educators who teach students in integrated or segregated environments must be able to demonstrate. Those levels provide the foundation for levels 4 and 5. The standards are logical extensions of SHAPE America's 2017 National Standards for Initial Physical Education Teacher Education, SHAPE America's 2008 Advanced Standards for Physical Education, and the National Board for Professional Teaching Standards' 2014 Physical Education Standards.

*Adapted Physical Education National Standards, Third Edition*, is useful for a variety of stakeholders:

- Physical education majors and in-service teachers who are preparing for the APENS exam

- Higher education faculty members who want to evaluate their adapted physical education preparation programs
- K-12 administrators who want to use APENS exam results for reviewing and hiring new teachers
- Parents of children who require adapted physical education instruction, to inquire at their child's IEP meeting about the qualifications of the physical educator for their child

The book features an appendix of Frequently Asked Questions, a glossary of terms that includes abbreviations and acronyms in the field, and a summative list of references that were used by NCPEID committees in developing the APENS standards. It also includes an overview of NCPEID and a detailed description of how the standards and the certification exam were developed.

*Adapted Physical Education National Standards, Third Edition*, will keep readers up to date on the standards, help them prepare for the CAPE exam, and help ensure that high-quality adapted physical education is available for all students who can benefit from it. The book and web study guide can be purchased from Human Kinetics.

<https://us.humankinetics.com/products/adapted-physical-education-national-standards-3rd-edition-with-web-study-guide>

### Conversation Starters for Health Class

Kristen Hrubowchak – VP Elect Health - [kristen.hrubowchak@sau24.org](mailto:kristen.hrubowchak@sau24.org)

Looking for new ways for students to start a conversation in Health? One way is to combine music with learning! I begin by playing a song for the class to listen to as they walk through the door. I also pick out certain lyrics from songs that I want the students to reflect on. This activity is awesome for mental health, relationships and social change units. Below are some essential questions and some song choices that I use (always double check for the edited versions) . I will ask more specific questions that combine topics that we have already discussed; signs of emotional/physical abuse or signs of mental health disorders. My students seem to really enjoy listening to music and realizing the impact songs have on each others lives!

Essential Learning Questions:

1. How does this song make you feel?
2. What is the songwriter trying to tell you? What do you think they were feeling when they wrote this song? What you did or did not like about this song, and why. If you did like it, recount one episode in your life that relates to the theme and/or emotions expressed. If you didn't like it, explain how you feel differently, with an experience to back it up.

-Mental Health

Breathin- Ariana Grande  
 In my blood- Shawn mendez  
 Save Myself- Ed Sheeran

-Relationships

Hot n Cold- Katy Perry  
 Jealous- Beyonce  
 Love the Way You Lie- Eminem feat. Rihanna

-Social Change

Where is the Love- Black Eyed Peas  
 Born This Way- Lady Gaga  
 Alright- Kendrick Lamar

### Silent Auction Duty Call!

Angela Figallo McShane, [alfigallo@gmail.com](mailto:alfigallo@gmail.com)

Welcome back to school! Turn in your Professional Development Requests for NHAHPERD as our conference is around the corner and it's going to be a great one! Returning to the conference this year is our SILENT AUCTION! Dozens of items—Ski Tickets, snowshoes, Yoga mats, framed photography, restaurant gift cards, sport memorabilia, jewelry, maple syrup, movie tickets, equipment, books, art, +++! This was a great way for us to raise money to support 'up and coming' professionals in our field & NHAHPERD initiatives.

I am the coordinator for this event so please email me with 1. An Item you can donate for auction 2. The Amount the item is worth, and 3. Your name and email address. The Auction will last all day on THURSDAY at the conference where bids close at 9:00 p.m. [alfigallo@gmail.com](mailto:alfigallo@gmail.com)

## Physical Education... more than just a “gym class”

Shauna Isham, VP Elect PE – sisham@comcast.net

There are many ways the Physical Education, Art or Music programs might be referred to. “Specials” or “Unified Arts”- now our program has changed & referred to as LAMPS with our motto that we Light Up Learning. No matter what the courses are called, it is always imperative that the classes are regarded as educational & necessary. This year, in coordination with our name change to LAMPS, our group of library, art, music, physical education, and Spanish teachers are tasked to integrate ourselves more within the classroom, with the classroom teachers, and embed our subjects and our passion within the curriculum of those classes. We worked together to develop interdisciplinary projects or activities that we will be working on throughout the year.

Our goal is to work with the classroom teachers to enhance the learning process, as well as spark enthusiasm within the students through the learning process. Our first idea was to have random days throughout the year that the whole school can participate in. These are some of the dates that we chose:

1. Dot Day (September 16)
2. Random Acts of Kindness Day (December)
3. Hour of Code (December 9-15)
4. The Three Magi Day (January 5<sup>th</sup>)
5. A Day of Play (February 5<sup>th</sup>)

Along with others we will implement school wide initiatives and excitement in relationship to that day. A Day of Play is physically motivated, and on that day we will have different games and activity, extra recess, and other ideas to get the kids playing all day in different ways.

Some of the other Physical Education based initiatives that we will campaign to learn about within the classroom would be the Iditarod, Plant a Promise during October and Red Ribbon Week, and a school wide athletic and academic Olympics themed after the 2020 Summer Olympics.

This collaboration between our LAMPS team, our classroom teachers, and other support staff is what could bring our programs to the forefront of everyone’s mind how important and educational our classes are. When you can make connections within other curriculums, the interdisciplinary nature shines through, and we are truly able to “light up learning”

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Dear Health and Physical Educators:

The New Hampshire's Governor's Council on Physical Activity & Health was formed in 1991 by Executive Order of Governor Judd Gregg. For over a quarter century, the Council has been promoting a healthy, active lifestyle for all citizens of New Hampshire. We would like to take this opportunity to connect with health and physical educators in our state. The incredibly important work you provide in the daily lives of New Hampshire’s youth and communities is key to keeping our state healthy. As a Council, it is with this in mind we seek your thoughts about our current work and reach out to you for engagement and direction for the years to come.

Over the past few years, the Governor’s Council on Physical Activity and Health has been working on a series of strategic priorities. At this year’s NHAHPERD Conference we will share those with you and discuss ways health and physical educators and the Council can work together in the years ahead. Last year the Council revised its Mission, Vision and Goal Statements. Today they read:

**Mission:** The Governor’s Council on Physical Activity and Health promotes a healthy, active lifestyle through education and advocacy for a healthier New Hampshire.

**Vision:** “Our New Hampshire communities embrace & support an active and healthy culture for all.”

**Goal Statement:** “Expand awareness of the Council’s role in promoting & improving physical activity & health in NH.

To accomplish our goals we must expand relationships across our state with our “partners in health.” With the common goal of advancing healthy lifestyles for all of our citizens, we look for partners that are able to create more awareness around and participation in our three major events:

- The Granite Walk of Ages & theThe Granite State Winter and Summer 90 Day Challenge
- Nominations for our annual Outstanding Achievement Awards

We hope to meet you in November! Look for our session offered on Friday & come to our table in the exhibit area. As always, have a physically active and health-inspired day. More info at: [www.nhmoves.org](http://www.nhmoves.org)

Sincerely,

Debi Clark Valentine, Chair -NH Governor’s Council on Physical Activity & Health

Marcia McCaffrey, Dept. of Education, Education Consultant – PE and the Arts



Across the country, today’s children and adolescents — at all grade levels — do not get enough physical activity, and are struggling with anxiety, depression, and other mental health challenges. Understanding these challenges, promoting an active school environment, and teaching children how to cope with stress, bullying, and societal pressures can make all the difference. *(NHAHPERD has signed a collaborative MOA for the promotion of this program.)*  
 The health. moves. minds.™ program brings the lessons, activities, and community-building ideas that can help kids live their best lives.

There are two flexible options to implement this program:

<b>Option 1</b> Support Your School	<b>Option 2</b> Support Your School AND Community
<b>Grow Your HPE Program</b> Support overall school wellness!	<b>Pay It Forward</b> Share the love & make a local impact!
<b>Receive 50%</b> of all funds raised from your program in the form of a Gopher Sport gift card.	<b>Receive 25%</b> of all funds raised from your program in the form of a Gopher Sport gift card.
<b>SPECIAL MATCHING BONUS</b> <b>An additional 10%</b> for the extra funds you need from Gopher Sport!	<b>GIVE BACK OPPORTUNITY</b> <b>Give 25%</b> of the overall funds from your program to a local charity of your choice!

To learn more, go to [healthmovesminds.org](http://healthmovesminds.org) which will bring up the home page. Upon scrolling to the bottom, you can get started! Its all free. All are required to either **create an account for free or login with their member login.** Click “fundraise” or “educate” for those materials, it will prompt the login/ create an account there.

Register	Fundraise	Educate	Celebrate!
Sign up your school!	Use these tools to get support	Implement these activities in your class	Ideas for your school event

If you have any questions, please contact [healthmovesminds@shapeamerica.org](mailto:healthmovesminds@shapeamerica.org). They also have a Facebook and Twitter page that are FULL of incredible resources to begin using today in implementing the program.

Laura Short, NHAHPERD PRA Chair, [laura.short2@gmail.com](mailto:laura.short2@gmail.com)

## GET Best Teaching Tools for Assessing National Standard 4!

Fitni Destani, VP Physical Education Elect – fdestani@keene.edu

Happy Fall! As Vice President Elect for Physical Education, I am excited to continue to build off my previous newsletter entries in May and January 2019 editions. In the January edition, the GOAL was to state the UNCOMFORTABLE *challenges* we are facing in physical education today. I tried to GET you inspired to pursue solutions to counter those uncomfortable challenges as physical educators.

In an attempt to raise awareness as to the importance the schools and specifically physical education plays in developing prosocial behaviors, I would like to begin by focusing on the real-world problems facing our society and schools today. The Centers for Disease and Prevention (CDC) conducted a Youth Risk Behavior Surveillance survey in the schools in the United States (YRBS-US, 2017), see link below.

<https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf>

First, according the YRBS data, the state of New Hampshire (NH) had the 3<sup>rd</sup> highest survey response rate out of all of the U.S. states with as many as 86 schools responding with 12,050 responses. After careful review, I pulled out key statistics that parallel much of the national data as well. Specifically, regarding high school or NH youth and young adults, see the below data from the YRBS (2017):

- 16% high school students carried a weapon at school
- 19.2% had been in a physical fight with 5.9% being on school property
- 19% incidence of online or E-bullying (26.2% females vs. 12.1 males)
- 5.2% felt unsafe in the school environment and did not go to school
- 9.5% indicated experiencing any sexual violence (15.3% females vs. 4.1% males)
- 28% indicated experiencing sadness/hopelessness with 16.1% considering suicide
- 13.2% did not participate in physical activity for at least 1 day for 60 minutes, while only 23% participated in the recommended everyday recommendation of physical activity for 60 minutes
- 47.8% spent more than 3 hours per school day playing video and computer games

The data is fairly consistent with the national data indicating the multitude of health risk behaviors facing youth today. Due to the amount of time youth spend in schools, this setting offers a significant opportunity to teach and support healthy behaviors and lifestyles. One multicomponent approach is to have a comprehensive school physical activity program (CSPAP) developed by the CDC and SHAPE America to help students reach the recommended 60 minutes of physical activity each day. This is a useful model to improve physical activity inside and outside of school time. Beyond these types of school initiatives, administrators will expect the teachers to prevent many of the behavior problems, teach and enforce school and class rules, handle your own discipline problems and document those behavioral problems (James, 2013). Additionally, the gymnasiums tend to have more naturally occurring moral dilemmas for school-aged individuals to learn from and develop greater personal and social responsibility. Using SHAPE America's Grade Level Outcomes as a guide, together and overtime, physical educators can play a significant role in promoting prosocial behaviors to counteract the sobering statistics indicated by the YRBS 2017 data. Thus, the focus here will be on promoting best practice for supporting and assessing the affective domain and SHAPE America's National Standard 4 (defined below).

**National Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

While examining the simplified school level outcomes for your school level for National Standard 4 below, ask yourselves the following questions and then check mark, which summarized school level goal indicators you are currently assessing and/or developing.

1. Do I have established rules, routines, and expectations?
2. Do I have an effective sit-out-progression or classroom management plan?
3. Do I have an effective or accurate behavior recording system?
4. Do I have any proactive or reactive behavioral strategies such as a behavioral contract or class level behavioral goals or rewards system?
5. What are my current key assessments for National Standard 4?
6. Am I assessing the cognitive domain for National Standard 4?

**Elementary School (K-5) students are able to:**

Personal responsibility (this is something that should be a goal to achieve prior to social responsibility)

- follows directions in group settings, accepts personal responsibility, practices skills and engages in physical activity with little prompting independently in teacher and group directed activities

- acknowledges responsibility, follows class rules, accepts class protocols for behavior, works independently as well as interdependently in a variety of physical activity settings
- reflects on personal social behavior in physical activity (e.g., behavioral journal)

Accepting Feedback

- follows instructions, responds and accepts corrective feedback from the teacher
- listens to corrective feedback from others (e.g., peers, adults)
- gives corrective feedback respectfully to peers

Working with others

- shares equipment and space with others
- works independently with others and cooperatively with others
- accepts and praises others across a variety of skill levels

Rules & etiquette

- recognizes and exhibits established class protocols
- recognizes role of class rules
- exhibits and can critique etiquette and adherence to class rules in physical activities

Safety

- follows teacher directions, works safely independently in physical activities and with equipment

**Middle School (grades 6-8) students are able to:**

Personal responsibility (again this is something that should be a goal to achieve prior to social responsibility)

- exhibits personal responsibility (use of appropriate etiquette, respect for facilities, and exhibit safe behaviors)
- exhibits responsible social behavior (cooperating with and support classmates)
- accepts responsibility for improving one's own levels of physical activity and fitness
- uses positive self-reinforcement strategies for fitness behaviors (e.g., positive self-talk)
- demonstrates effective self-monitoring skills to incorporate physical activity in and outside of class

Accepting Feedback

- demonstrates self-responsibility by accepting specific corrective feedback
- provides corrective feedback to a peer with and without prompting from the teacher

Working with others

- accepts differences among classmates (e.g., physical maturation and varying skill levels)
- demonstrates cooperation skills by resolving conflicts individually or in small groups

Rules & etiquette

- identifies the rules and etiquette for physical activities
- demonstrates and applies knowledge of rules and etiquette by self-officiating or acting as an official in physical activities

Safety

- uses equipment safely and independently in physical activities

**High School (grades 9-12) students are able to:**

Personal responsibility

- employs effective self-management skills to analyze barriers and modify physical activities
- accepts differences between personal and idealized body image portrayed by the media

Rules & etiquette

- exhibits proper etiquette, respect for others and teamwork while engaged in physical activities
- examines moral & ethical conduct in specific competitive situations (fouls, performance enhancing substances)

Working with others

- uses communication skills and strategies that promote team or group dynamics
- assumes a leadership role (e.g., task leader, referee, coach) and accepts cultural diversity

Safety

- applies best practices for participating safely in physical activities (e.g., injury prevention, hydration, use of equipment, implementation of rules, sun protection)

Assessment strategies for grades K-12 outcomes above can include but not limited to a behavioral contract, a behavioral reflective journal for grades 3-12, and a behavioral log checklist to track and record behaviors.

Final note: Good work reviewing the questions and check marking the simplified school level outcomes on the checklist. If interested in continuing the conversation related to best assessment practices related to National Standard 4, see me at the NHAHPERD State Conference on Nov. 20-22 at Waterville Valley.

American Heart Challenge Engages Middle & High School Students  
Christine Parent, AHA NH Youth Market Director

As the American Heart Association gears up for the second year of Kids Heart Challenge, we are also preparing for the second year of the lesser known, American Heart Challenge. AHC mirrors the same focus of KHC – physical activity, health education, community service through fundraising and whole child well-being – but was created with middle and high school students in mind. It has a much more mature look than KHC and addresses important health topics for youth including vaping, nutrition, physical activity, sleep, and brain and heart health with our STEM focused interactive lesson plans. In addition to great educational materials, schools also have the opportunity to earn US Games gift certificates and cash back. AHC schools are encouraged to apply for our yearly KHC/AHC Grant. Schools may apply for up to \$5,000 each year they partner with the AHA. The grants may be used for any health or wellness related need at your school – improvements to playground, gym, teacher’s room, clubs, etc. Last year we were so pleased that Newington Public School was awarded a grant in the inaugural grant year to help with costs associated with their running club!

At the middle school level, AHC will still be teacher lead, but at the high school level, we are looking for the event to be student lead, with an advisor to assist the student(s). This provides a great leadership opportunity for students. New this year, we are offering scholarship opportunities to juniors and seniors that participate in the coordination of AHC. Students can be awarded \$1,000, and the application process can be completed online.

We are continuing our partnership with *So You Think You Can Dance*, and encourage schools to use dance as their activity. Students can learn and/or teach the special dance they have created just for us with step by step instructions, or they can simply have a school dance with a red or healthy heart theme. If students prefer a different type of activity that’s ok too! We want them being active doing whatever they enjoy!

Fundraising may be done via donation envelope, social media, or email. Funds raised help the AHA save lives by funding stroke and heart disease research, training people to save lives, sharing the dangers of vaping, and leading CPR and emergency cardiovascular care. Take the challenge and join us! Contact Christine Parent at [christine.parent@heart.org](mailto:christine.parent@heart.org).

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Jacqueline Laufman, VP Dance, [jacqueline.laufman@gmail.com](mailto:jacqueline.laufman@gmail.com)

New Hampshire does NOT have an OFFICIAL state dance

What do you think – let’s discuss !

Neither does Vermont, Maine, or Rhode Island. Only 2 New England states do: CT and MA. The United States of America has **no** official national dance, unofficially swing and square dancing are cited as the national dances.\*

See the full list of states alphabetically for their dances and year established at:

Source: [https://www.netstate.com/states/tables/state\\_dances.htm](https://www.netstate.com/states/tables/state_dances.htm)

Note: In 1982, President Ronald Regan signed a resolution naming the square dance the national folk dance of the United States of America... for a limited time only: 1982 and 1983.



## Highlights:

- 3 out of 4 people involved in every play
- Players work together to score points
- Can be played on grass, sand or gym floor

### RampShot (Classic):

Players toss a racquetball size ball in attempt to score points. First team to 15 points wins!

**1 Point** - Catch a bounce off the top of the ramp

**3 Points** - Toss directly in the goal

**Steal** - Catch your opponents ball off the ramp

### More Ways to Play:

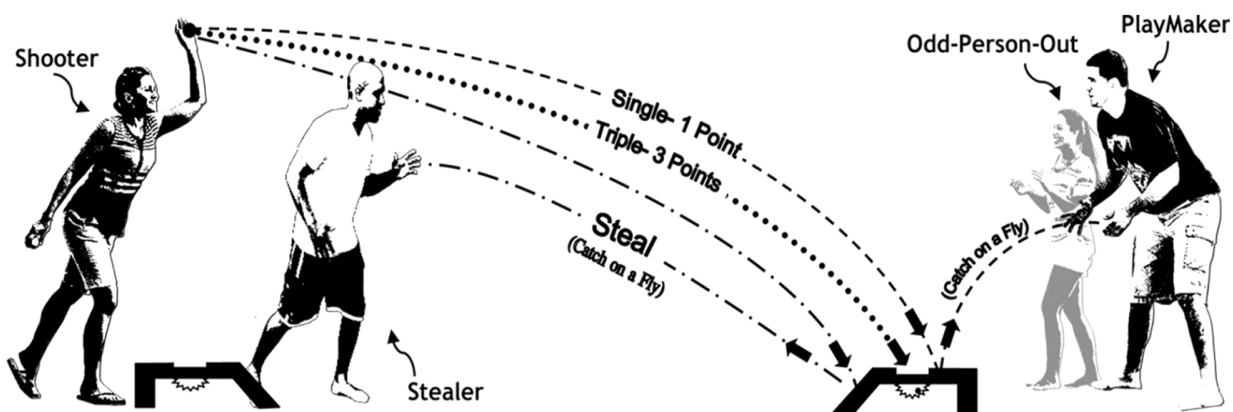
#### RampShot w/SlapBack (Advanced)

- Adds a **2 Point** option! The PlayMaker has the option to slap the ball back to the Shooter to catch for **2 Points**!

#### RampShot Rookie (For Younger Players)

- Easier scoring for your younger players and beginners! Earn **1 Point** for hitting the board and earn an additional **Point** if your teammate makes the catch!

Visit [RampShot.com](http://RampShot.com) For Complete Rules And How To Play Videos:



## NHAHPERD & PE Central have teamed up!

NHAHPERD Members can receive 10% off  
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<https://www.pecentral.org/nh/>

**Funding for PE and Health under ESSA Title IV-A**—Title IV, Part A is a federal program under the *Every Student Succeeds Act* that is available to all New Hampshire public school districts and public charter schools. The federal budget assures funding for the Title IV-A program through this 2019-2020 fiscal year. Three main areas of focus under Title IV-A are:

1. Well-rounded educational opportunities
2. Social and emotional supports
3. Effective technology use and integration

To receive federal funding, the state of NH had to submit an ESSA Consolidated State Plan to the US Dept. of Education. Among the key values set forth in the New Hampshire ESSA Consolidated State Plan is improving our education system **through personalization and competency-based teaching and learning**. The New Hampshire Title IV-A program is designed to support this vision within a framework of preparing students for the future.

Administrators and educators can propose PE and Health programs or activities that supplement school efforts in each of the three areas listed above. For more information about how PE and Health programs and activities can benefit from this program keep reading here. For general information go to the NH DOE Title IV, part A webpage . For SHAPE America resources, <https://www.shapeamerica.org/advocacy/essa.aspx>. Contact your principal and/or your district's federal grants program manager and inquire about having specific needs for your program being incorporated into the district Title IV-A district application. Districts must identify grant activities based on a local needs assessment. For more information see the the PE & Health resources on the Well-Rounded Education opportunity page. If you don't know who your grants manager is, contact Marcia McCaffrey. [Marcia.McCaffrey@doe.nh.gov](mailto:Marcia.McCaffrey@doe.nh.gov) (603) 271-3193

**Key points to remember:**

- The Title IV-A funding opportunity is at the **district level** (aka “local education agency” /“LEA”), not school level. You have to work this through at the district level. You may need to work with your principal to usher you through to the district level. The best way to communicate your ideas & with whom depends on your particular LEA.
- **Districts must identify needs and activities**. Think of this as a backwards design exercise: What are the needs/priorities; what new activities or programs will address the needs; how will success be measured (performance measures); what outcomes are expected as a result of implementing the new activity/program.
- Districts are to consult with a variety of **stakeholders** such as parents, teachers, principals, students, and school leaders to improve the activities it conducts and coordinate implementation with other related activities conducted in the community. Ask to be a member of the stakeholder group. Consider other community partners engaged in physical activity and health that should be part of the stakeholder group.
- **Districts are to determine activities based on a needs assessment**. What does your program need? What are you basing your needs on? Do PE/Health teacher need training in specific topics or areas to update programs?
- **Example A:** Based on a finding from a parent/community survey, our district needs to revamp our middle school approach to supporting the “whole child.” Therefore, to better serve students, we will investigate the concept of a wrap-around program for student wellness, incorporating social and emotional learning (SEL) outcomes alongside curricular areas (including health and PE). Activities include training all teachers in SEL, paid summer professional development among cross-content and content teams of teachers, collaboration with community partners for implementing common SEL strategies; three community dialogue sessions presented by school leaders on SEL focused on the concept of a wrap-around wellness program. Budget reflects paying teachers for their time and effort; classroom supplies and materials associated with new activities; cost of advertising community dialogue sessions; additional money for a program coordinator. Outcome: 30% decrease in student referrals and increase in parent satisfaction based on pre-post survey.
- **Example B:** Based on feedback from the district Title IV-A stakeholder group, a district-wide priority is to personalize PE programming for high school students and expand offerings and activities for high school students. Additionally, based on a student survey, results show the need for greater collaboration and team work among students. An outdoor ropes course would both increase opportunities for team building and establish an additional physical activity for students. Therefore, to better serve student needs and increase opportunities in team building and physical activity, the district will pursue this option. Activities include training 3 teachers in outdoor ropes course techniques; money for installation of the course & student gear; additional staff development money for the 3 trained teachers to design and schedule ropes course experience for all students one time per year, grades 9-12; and provide two half days for staff volunteers to experience the ropes course. Performance measures include student questionnaires related to their ropes course experience and staff feedback related to increases in student collaboration. Outcomes: 75% of students will report positive experiences gained through the ropes course; faculty will report 35% improvement in student collaboration.

## Outdoor Learning Environment

Tess Patry, Past VP Recreation; tletarte@parkeracademy.com

There is a relationship between child health, wellbeing & education that reveals that happier and healthier children reach higher educational attainment. In order to establish this, a curriculum that facilitates children in achieving their academic potential is needed. This will also lead to future employment prospects, and health and wellbeing during adulthood.

One classroom setting that looks to enrich learning, enhance school engagement and improve pupil health and wellbeing is outdoor learning. It is a non-traditional pedagogical approach that is not yet recognized by educators beyond elementary years. Outdoor learning experiences simultaneously improve health, wellbeing and school engagement in pupils at the same time addressing curriculum needs. Providing high-quality teaching experiences that engage students in learning is not solely restricted to the classroom setting. Research has validated that there is a positive impact from immersing students in nature. Studies have shown that increases in students' well-being, creativity, brain function and mood where all potential outcomes of combining students' learning with the outdoors.

Despite these emerging findings, opportunities for children to access the natural environment are diminishing. Children are spending less time outdoors due to a variety of factors such as parental concerns over safety, traffic and crime, modern environments have had a decline in open green spaces, and there is a greater reliance on technology with increased sedentary time. School environments arguably hold the greatest potential and responsibility to provide children with the opportunity to access natural environments through teaching activities.

In one case study held in South Wales, United Kingdom, qualitative research was collected in order to examine the acceptability of an outdoor learning program within primary schools. Head teachers, teachers and pupils were interviewed. The pupils stated that outdoor learning provided them with feelings of freedom and fun as it granted the opportunity for them to engage in and learn through moving freely and play. The freedom of the outdoors can also provide multisensory experiences for children that contribute towards the maturation of motor development and motor and sensory stimulation. The teachers in the study stated that students were able to advance skills such as problem solving, discussion skills and independence skills through the outdoor learning environment. Teachers in the study also shared that outdoor learning also promotes physical health benefits as well as emotional health benefits. They found their students displayed more feelings of happiness and this had an effect with students' willingness to attend school.

The study demonstrates that additional help and support needs to be advocated for in order for schools to feel that 'non-traditional' learning methods are valued. Outdoor learning environments can address the curriculum pressures from which many schools are measured on.

References: Outdoor learning grows in Scotland as grasp of benefits takes root; Teachers and policymakers see benefits of education beyond the classroom for children, from fitness to resilience." *Guardian* [London, England] 2 Apr. 2018. *Business Insights: Global*. Web. 17 Sept. 2019.

Marchant, E., Todd, C., Cooksey, R., Dredge, S., Jones, H., Reynolds, D., ... Brophy, S. (2019). Curriculum-based outdoor learning for children aged 9-11: A qualitative analysis of pupils and teachers views. doi: 10.1101/536441

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Sarah Flaherty, Past VP Health – sflaherty@windhamsd.org

Happy fall! Are you interested in getting ultimate frisbee into your classrooms? How about a club or a team in your middle school or high school? Did you know there were six high school ultimate frisbee clubs that competed in the NH high school state championships in May? Or that a team of 18 high school athletes represented New Hampshire in Minnesota this August at the US Open: Youth Ultimate Club Championships?

Ultimate frisbee has been around since the 1960's and is a lifelong sport you can start at any age. One of the unique qualities of ultimate is "Spirit of the Game", the idea that sportsmanship and responsibility of fair play is on the player. This means there are no referees, even up to the highest level of play (Worlds). Players are responsible to make their own calls and discuss with the other team to come to a conclusion on how to play out the situation. "Highly competitive play is encouraged, but never at the expense of mutual respect among competitors, adherence to the agreed upon rules, or the basic joy of play." (USAU 11th edition rules, *Section 1. Introduction, item B.*)

-Want to start ultimate in your class? Check into the modules and lessons posted by OPEN Phys Ed ([openphysed.org/curriculum-resources/ultimate](http://openphysed.org/curriculum-resources/ultimate)) or USA Ultimate's website ([usau.org](http://usau.org)) for other resources.

-Interested in playing in pickup groups or joining a league? Look at Seacoast Ultimate website ([seacoastult.org](http://seacoastult.org)) for upcoming local clinics, pickup times, leagues and tournaments.

-Need help starting a team at your middle school or high school? Email me [sflaherty@windhamsd.org](mailto:sflaherty@windhamsd.org). We are always looking for more schools to join the state league.

Get out there and throw a disc!



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*New Hampshire Association for Health, Physical Education, Recreation & Dance*

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NOVEMBER 20 – 22, 2019**

PLEASE FILL IN BELOW:

NAME: \_\_\_\_\_

\*Please check preferred mailing address

\_\_\_\_\_ School/Business Address \_\_\_\_\_ Home Address

Work: \_\_\_\_\_ Home: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

email: \_\_\_\_\_ email: \_\_\_\_\_

**PRIMARY AREA OF INTEREST: (Please check appropriate area(s))**

\_\_\_\_\_ Physical Education \_\_\_\_\_ Health \_\_\_\_\_ Recreation \_\_\_\_\_ Dance

**LEVEL OF EMPLOYMENT: (Please check appropriate area(s))**

\_\_\_\_\_ Preschool \_\_\_\_\_ Elementary \_\_\_\_\_ Middle \_\_\_\_\_ Secondary

\_\_\_\_\_ College/University \_\_\_\_\_ Agency \_\_\_\_\_ Other: \_\_\_\_\_

**Professional Membership: Member Yr. Join Attend Convention, Yr.**

State AAHPERD: \_\_\_\_\_

SHAPE America: (AAHPERD) \_\_\_\_\_

Other Membership: (NRPA, YMCA) \_\_\_\_\_

I would like to attend the NHAHPERD Fall Conference in Waterville Valley on the following dates: \_\_\_\_\_

Signature of administrative authorization: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Position

Amount required for substitute reimbursement: \$ \_\_\_\_\_

**There are five \$75/person grants available for NHAHPERD members -**  
(if selected, your school/agency will be reimbursed upon your attendance.)

Please return to: Dianne Rappa, Chair, P.O. Box 123, Bath, NH 03740

**Deadline: November 1, 2019? 's: 747-3508;drappa@roadrunner.com**

# DRAFT Schedule—Thursday November 21, 2019

7:30 - 9:30

Registration in Speakeasy

7:30 - 4:00

Exhibits with morning refreshments

Time	Waterville Valley	Osceola Snows	Tecumseh	Tyler Springs	Deep Woods	True Grit	Cascades	Sports Center 1	Sports Center 2
8:00 - 8:45	Keynote set-up	2018 Teacher of the Year Award Favorite Warm ups -	McNamara, McLane, Garand			Normandin Changing ways you think about food & fitness		N/A	N/A
8:50 - 9:50	<b>Keynote &amp; Business Meeting</b> - Dan Tennesen 'BE Active, Healthy & Physically Literate!' Located in Waterville Valley								
10:00-11:00	Lunch set-up 11:15 - 1:00	DRUMTASTIC: Fit to Learn, Fit for Life		Osborn Zumba Choreography	Thomas Based classroom Skills HE	Bodnitz Vaping Unveiled	Bedard Safe Bicycling	Johnson Best Practices High School	
11:10-12:10	Lunch			Laufman Contra Dance	Thomas, DiRenzo Vertical teams & Skills Based HE K-12	Belcher-MacAvoy Changing The Game	Strombom The Performing Mind	Sargent Golf in School	
12:20 - 1:10	Lunch	Ability Beats - Drum-tastic		Osborn 80's Dance Party	Boyer Digital lessons HE & Wellness	Alperin/Benes Primer to Skills Based Health Ed.	Retired Network Lunch Meeting	Driscoll Net Generation School Tennis	
1:20 - 2:10	Lunch Break-down	Bambini Beats - Drum-tastic		Hill. Problem Solving & Team Building	Levis, Bicchieri, Treadway Digital Portfolios	Belcher-MacAvoy Inclusive Class-rooms	Alger Student Teaching PE Panel	Tennesen OPEN Your Fitness Play-book	
2:20 - 3:10	Barlow/Cerasoli RampShot: Twist on Corn Hole	Mathematics in Motion - Drumtastic		Beau First Push	DiRenzo Health Ed. Elementary	Lester Technology to Assess	Bresslin Life of an Athlete	Johnson Best Practices Grade 2	
3:20 - 4:10	Wright Lead-up to Spikeball	Conquering Stress - Drumtastic		Laufman Sword Dance	Alperin/Benes Build Your Skills Based Health Ed ToolBox	Smyth/KSC Promoting Life long Physical Activity	Comeau Alt. Path to Teacher Cert.	Johnson Best Practices Grade 5	Bouchard Similarity Awareness Through Sport

4:20 - 5:00

Spikeball Tournament/Osceola Snows Tecumseh; Aqua Aerobic 4:30 - 5:15 pm. Sport Center Pool

6:30 - 7:00

WV - Cash Bar Social; 7:00 - 7:45 WV - Awards Banquet Plater Dinner for \$35/\$40 onsite; 7:45 - 8:30 Awards Ceremony Open to All

8:30 - 9:30

Silent Auction ends 9:00 p.m., Free Ice Cream Sundae Social, Trivia Night/Team Prizes following Awards Banquet

# DRAFT Schedule—Friday November 22, 2019

Plymouth State Alumni Gathering/Breakfast in Speakeasy

Registration - Main Desk outside Waterville Room

Exhibits with morning refreshments

Time	Waterville Valley	Osceola Snows	Tyler Spring	Deep Woods	True Grit	Cascades	Sport Center
8:00 - 8:50	Tiller Fitness For Everyone	Patry Dance: Stepping	Biese Yoga & Mindfulness K-5	Lisa Remick K-8 ATOD	<i>Confirming PE Session</i>		N/A
9:00-9:50	Hill Prob. Solving & Team Building	Cook/Leach K-8 Every Body Moves (NHD)	Biese Yoga & Mindfulness 6-12	Lisa Remick H.S. ATOD	Cucina, Frias, Toomey Sexuality Ed for students w/ ASD	McCaffrey NH Governors's Council	Tennessee As Good as it Gets
10:00-10:50	Losee Maximizing Movement in Elementary PE	Patry Intro to Slackline	Laufman Social Dance	Merrifield Healthy Relationships	Johnson Technology Session	Murray-Parsons Retirement Planning Overview	Scott ACTION! Team Games
11:00 - 11:50	Lunch Set-up	Derick Challenge Course Primmers	Cucina Teaching SEL Through Cnce	Pound Child Sex Abuse Prevention	Garand Making Shift to Skills Based Health Ed.	Caron Google Classrooms in the PE Setting	Jackson Rookie Rugby: Flag Games
12:00-12:40	<b>Lunch</b>	No Sessions During Lunch					
12:45 - 1:35	Lunch Breakdown	Tennessee Active at the OPEN Door		Carpenter	Destani Assessment of Standard 3	<i>Confirming Recreation Session</i>	N/A
1:45 - 2:15	Q. and A, Evals, Door Prizes						

Return Service Requested:  
 Dianne Rappa, NHAHPERD E.D.  
 P.O. Box 123  
 Bath, NH 03740  
 www.nhahperd.org

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 Bath, NH 03740

New Hampshire Association for  
 Health, Physical Education, Recreation & Dance

**NHAHPERD Annual Conference, Waterville Valley – November 20 – 22, 2019**  
**2019 CONFERENCE PREREGISTRATION AND MEMBERSHIP FORM**

Name: \_\_\_\_\_ \*Please circle preferred address (Home/Work)  
 (Home) \_\_\_\_\_ (Work) School/Business Name: \_\_\_\_\_  
 Address: \_\_\_\_\_ Address: \_\_\_\_\_  
 Phone: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Email: \_\_\_\_\_ Email: \_\_\_\_\_

\*Please check one interest area in each column

<u>INTEREST AREA</u>	<u>RESPONSIBILITY</u>	<u>EMPLOYMENT LEVEL</u>
<input type="checkbox"/> Health	<input type="checkbox"/> Teacher	<input type="checkbox"/> Pre to Elementary
<input type="checkbox"/> PE	<input type="checkbox"/> Student	<input type="checkbox"/> Middle
<input type="checkbox"/> Recreation	<input type="checkbox"/> Retiree	<input type="checkbox"/> Secondary
<input type="checkbox"/> Dance	<input type="checkbox"/> Administrator	<input type="checkbox"/> College/University
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Agency

Membership is required for Conference Attendance & **IS** included: \$30 Professional; \$15 Student

PREREGISTRATION FEES WITH MEMBERSHIP & HANDOUT BOOK INCLUDED: (check one)

Professional Two Days - \$130      Professional One Day - \$100/ Th. \_\_\_\_\_ Fri. \_\_\_\_\_  
 Student Two Days - \$65      Student One Day - \$50/ Th. \_\_\_\_\_ Fri. \_\_\_\_\_  
 Retiree Two Days - \$85      Retiree One Day - \$65/ Th. \_\_\_\_\_ Fri. \_\_\_\_\_  
 Preconference Competency Based Assessment Workshop Wed. 11/20 – 6 - 8:00 pm: \$10  
 **\$35 for Thursday night Awards/Banquet Dinner Ticket – Chicken \_\_\_ Fish \_\_\_ Veg \_\_\_**

\*\*Any Dietary Restrictions? \_\_\_\_\_ **TOTAL ENCLOSED: \$ \_\_\_\_\_**

**(\$10 increased registration for professionals/students if postmarked after 11/4)**

**\*\*\*\*\$25 increased ONSITE registration fee for ALL Professionals and Students**

**PAYABLE TO: NHAHPERD, P.O. Box 123, Bath, NH 03740**

\*Registration Fee includes: handout book, morning refreshments, buffet lunches, exhibits, door prizes, +

\*Would you be interested in a 2GB thumb drive w/handouts available for purchase at conference? YES \_\_\_ NO \_\_\_

Please check if you do **not** wish to receive a printed newsletter in the mail \_\_\_\_\_